DOCUMENT RESUME

ED 277 610 SO 017 746

AUTHOR Pease, Arthur
TITLE Social Studies Curriculum: Grade Two.
INSTITUTION Lebanon School Administrative Unit 23, NH.
PUB DATE 86
NOTE 12p.; For related documents, see SO 017 745-750.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Elementary School Curriculum; Family Life Education; *Grade 2; Lesson Plans; Map Skills; Primary Education; Resource Units; *Social Studies
IDENTIFIERS Hopi (Tribe)

ABSTRACT

This document outlines the rationale of the grade 2 social studies curriculum of the Lebanon School District, Lebanon, New Hampshire. The content sequence is given. The children are asked to compare their families with a family of the Hopi Indian tribe and to learn the geography of the area where the Hopi families live. Skills to be gained are listed as behavioral objectives. A resource list of social studies materials includes teaching guides, books, filmstrips, filmloops, and maps. (SY)

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GRADE TWO - SOCIAL STUDIES

Arthur Pease
Lebanon School District
Lebanon, New Hampshire

1986

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LEBANON SCHOOL DISTRICT * LEBANON, NEW HAMPSHIRE

GRADE TWO - SOCIAL STUDIES

Rationale:

1. The three year social studies sequence (kindergarten, grade one, grade two) comprise a unit of study. The overall goal is to compare and contrast the family in a number of different cultures. The children should, as a result of the study of the family, (a) be better able to orient themselves within their own families, (b) understand more objectively and fully the purpose and complexities of social groups, and (c) gain insight into basic concepts, understanding, generalizations of geography, economics, education, and political science.

2. This grade two social studies program outlines a common learning experience for all second grade children. It is believed that most, and perhaps all, second graders can learn listed concepts and generalizations. However, teachers should feel free to establish and encourage learning situations which are not directly prescribed here. For example, this program of studies does not provide for celebration of national holidays -- though such celebration may be considered important in the total learning of young children. As a second example, this program makes no provision for learning about events/issues of the present day -- though teachers have obvious obligation to help children keep up with the news of the day.

3. The second grade program reviews and expands upon basic concepts, generalizations, and skills learned in kindergarten and grade one. It also adds a very limited number of new and more complex concepts, generalizations, and skills.

4. This program should not demand much time during the school day. As a rough estimate, approximately 20 minutes should, as an average, be allocated to the development of this social studies program. However, social studies need not be taught each day for the same number of minutes. Teachers may decide to spend one hour on social studies on some days, while omitting the subject entirely on other days.

5. Each teacher should decide on the methods to be used to ensure maximum understanding of the concepts, generalizations, and skills. However, it is assumed that individual children must be given the opportunity to learn through discovery by pursuing special interests through their own methods. Each child is an individual and special talents and limitations must be diagnosed and honored.

6. At the second grade level, most children should learn social studies, in part, by reading books. However, reading ability should not be a prerequisite for social studies learning. A wide variety of resources and experiences should be used: pictures, filmstrips, records and tapes, visits, social-dramas, etc.

SEQUENCE - GRADE TWO

I. Maps and Globes

II. Our Family (Questions/Concepts)

A. Who are our family members?

1. Relatives (kinship)
2. Language
3. Group
4. Loyalty

B. Where does our family live?

1. Migration
2. Location
3. Country
4. Boundary
5. Land-Mass/Continent
6. Land Form
7. Vegetation
8. Shelter
9. Property
10. Adaptation

C. How does our family make a living?

1. Job (labor)
2. Division of labor
3. Product
4. Supply
5. Trade
6. Possessions

D. How does our family educate its children?

1. Values

E. How does our family decide who has certain duties and responsibilities?

1. Leadership
2. Division of labor

III. The Family of the Hopis

A. Who are the Hopi family members?

1. What are the major differences and similarities between their families and ours relative to family structure?

B. Where do the Hopi families live?

1. What similarities and differences exist between the various geographic sites?
2. What adaptations are necessitated by the various geographic sites?

C. How do the Hopis make a living?

1. What are the similarities and differences relative to their economic well-being and ours?

D. How do the Hopis educate their children?

1. What are the basic differences and similarities between our value system and theirs?

E. How do Hopis decide who has certain duties and responsibilities?

1. What are the existing similarities and differences in division of labor and leadership roles in their families when compared to ours?

Suggested Sequence:
I. Maps and Globes
II. Our Family
III. Hopi Family (a comparision of our family with theirs)
IV. Skills
V. Lebanon - Yesterday and Today (This unit may be taught in addition to the units listed above.)

*Note: Another culture family group may be substituted for the Hopi. It is necessary, however, to ensure that the general questions/concepts are taught, especially in comparison to our family. Therefore, it is important that any alternative not be too similar to our culture.

RESOURCE LIST - HOPI UNIT

Teaching Guides:

Underhill, Barbara	The Hopi
Chelmsford Public Schools	The Hopi Family
University of Minnesota, SS center	The Hopi Family
Richmond, Frances	"Suggestions for Role Playing"
Chaffee, Dorcas	"Suggestions for Role Playing"
Whiting, Alfred	Beschoff Family Visits the Hopi
Holt, Shirley	Hopi Indians of Northeastern Arizona
Chaffee, Dorcas	"Background Notes on the Butterfly Dance"
Regional Center Notes	Hopi breadmaking, basket making, spinning and weaving, pottery making
Lisitzky, Gene	Four Ways of Being Human

Filmloops:

Hopi Preparing Piki Bread
Hopi Making Pottery

Filmstrips:

Day in the Life of an Indian Boy
Day in the Life of an Indian Girl
Hopi Indians - (Southwest), Jam Handy #129
Pueblo Indians of Southwest - McGraw-Hill #254

Filmstrips: (continued)

970.1	Pueblo Indians in Story, Song and Dance
970.1	North American Indian Songs: Book and Record (Music Room)
970.1	North American Indian Songs Hopi Kachina Songs

Books:

398.2	Compton	American Indian Fairy Tales
970.1	Bahti	Southwestern Indian Tribes
970.1	Baldwin	Games of the American Indian
970.1	Bischoff	American Indian Pueblo (multiple copies)
970.1	Bischoff	Kachina Dolls (multiple copies)
970.1	Brewster	First Book of Indians
970.3	Clark	In My Mother's House
970.6	D'Amato	Indian Crafts
970.1	Dawley	American Indian Songs
970.1	Fletcher	Big Book of Indians
970.6	Floethe	Indian and His Pueblo
970.6	Glubok	Art of the North American Indian
970.6	Hofsinde	Indian Costumes
970.6	Hofsinde	Indian Games and Crafts
970.1	Holling	Book of Indians
E	James	Day With Honau
E	James	Day With Poli
E	James	Day in Oraibi
E	Kennard	Little Hopi (multiple copies)
E	Gates	Pueblo Indian Stories
E	Kennard	Field Mouse Goes to War (multiple copies)
970.1	Lafarge	The American Indian
970.2	Payne	Meet the North American Indian
970.4	Robe	Album of the North American Indian
970.1	Stirling	Indians of the Americas
970.1	Underhill	Indian Pueblo Crafts
970.1	Wright	This is a Hopi Kachina
	Lawson	They Were Strong and Good
	Zolotow	Sky was Blue
	Clark	Little Indian Basket Maker
	Butterfield	Morning Star
	Dolch	Pueblo Stories

Maps:

Indians of the United States - Show the location of various tribes

MOVE Kit from Regional Center

SECOND GRADE - SOCIAL STUDIES MATERIALS INVENTORY

	Title	Type of Material	Producer	School
	Australian Aborigine	Filmloop	Ealing	SSS
2	Making a Fire	Filmloop	Ealing	SSS
1	Kangaroo Meal	Filmloop	Ealing	SSS
1	Making a Spear Thrower	Filmloop	Ealing	SSS
1	Making a Stone Tool	Filmloop	Ealing	SSS
	I Live in Two Worlds	Sound Filmstrip	A&B	SHS
1	I Live in Two Worlds	Sound Filmstrip	A&B	SSS
8	Introduction to Maps	Sound Filmstrip	J. Handy	HSS
8	Our Community	Sound Filmstrip	J. Handy	HSS
6	Community Helpers	Sound Filmstrip	NYT	Mt. Leb.
1	Douglas, An Aborigine Boy	Filmstrips	Eyegate	HSS
1	Douglas, An Aborigine Boy	Filmstrips	Eyegate	Mt. Leb.
1	Families Around the World	Filmstrips		HSS
1	Family Life in a Colonial Town	Filmstrips		HSS
1	Houses	Filmstrips		HSS
6	The Home Community	Filmstrips		HSS
5	Introduction to the Globe	Filmstrips		HSS
12	Families of the World	Filmstrips		HSS
	Australia			
1	City Life	Filmstrips		Sem. Hill
1	Farming and Mining	Filmstrips		Sem. Hill
1	Ranching	Filmstrips		Sem. Hill
1	Australia, Natural Resources and Agriculture	Filmstrips	SVE	Mt. Leb.
	Books and Manuals			
1	Australian Aborigine (RCET)	Books & Manuals	T.G.	Mt. Leb.
5	Australian Aborigine (RCET)	Books & Manuals	T.G.	SSS
2	Australian Aborigine (RCET)	Books & Manuals	T.G.	SHS
1	Australian Aborigine (RCET)	Books & Manuals	T.G.	Sem. Hill
6	Our Community, Eskimo, Aborigine	Books & Manuals	T.G.-Allyn&Bacon	SSS
7	Our Community, Eskimo, Aborigine	Books & Manuals	T.G.-Allyn&Bacon	HSS
1	Our Community, Eskimo, Aborigine	Books & Manuals	T.G.-Allyn&Bacon	Sem. Hill
13	Aboriginees of Central Australia	Books & Manuals	St. Book Allyn & Bacon	SHS
16	Aboriginees of Central Australis	Books & Manuals	St. Book Allyn & Bacon	SSS
4	Our Country	Books & Manuals	T.G.	SSS
1	Our Country	Books & Manuals	T.G.	SHS
9	Our Country	Books & Manuals	St. Book	SHS
8	Our Country	Books & Manuals		SSS
1 ea.	Aborigines MOVE manual			SHS,SSS, Mt. Leb
1	Social Studies Manual - Grade 2			HSS

	Title	Type of Materials	Producer		School
	Hopi	Filmloop	Ealing		SHS
	Making Piki Bread	Filmloop	Ealing		SHS
	Making Pottery	Filmloop	Ealing		SHS
6	Indian Heritage	Sound Filmstrips	Troll		HSS
2	American Indian Myths	Soung Filmstrips	Imperial		Mt. Leb.
2	Southwest Indians - Hopi	Filmstrips			HSS
	Pueblo Indians	Filmstrips			HSS
	Outline Maps	Filmstrips			HSS
	Books & Manuals				
2	Hopi (RCET)		T.G.		Mt. Leb.
1	Hopi Manual		T.G.	SEE	SSS
1	Hopi Manual		T.G.	SEE	SHS
15	Little Hopi		St. Book		SSS
10	Little Hopi		St. Book		SHS
10	Field Mouse Goes to War		St. Book		SHS
13	Field Mouse Goes to War		St. Book		SSS
	A. Indians - Read & Color				
10	Pueblo		St. Book		SSS
10	Pueblo		St. Book		SHS
5	Pueblo		St. Book		Mt. Leb.
5	Kachina Dolls		St. Book		Mt. Leb.
10	Kachina Dolls		St. Book		SHS
10	Kachina Dolls		St. Book		SSS
10	Hopi & Zuni		St. Book		SSS
10	Hopi & Zuni		St. Book		SHS
1	Hopi Cassette Tape				SSS
1	Teacher Guide - Hopi			SEE	HSS
1	Teacher Guide - Hopi			SEE	Mt. Leb.
1	Hopi MOVE Manual				Mt. Leb.
1	Hopi MOVE Manual				SHS
1	Hopi MOVE Manual				SSS

Note: Some materials on the Aboriginees may be useful for comparison/contrast

SKILLS TO BE TAUGHT - REVIEWED IN GRADE TWO

SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF THE SOCIAL STUDIES

I. Locating Information

A. Work with Books

1. Use title of books as guide to contents
2. Use table of contents
3. Alphabetize
4. Distinguish between storybooks and factual books

B. Make Efficient Use of the Dictionary

1. Alphabetize a list of words according to the first letter

2. Understand syllabication

C. Read Newspapers, Magazines, and Pamphlets for Information

1. Recognize these materials as sources of information about many topics, especially current affairs

D. Gather Facts From Field Trips and Interviews

1. Identify the purpose of the field trip or interview (group)
2. Plan procedures, rules of behavior, questions to be asked, things to look for (group)
3. Take increasingly greater initiative in the actual conduct of the field trip or the interview
4. Evaluate the planning and execution of the field trip or interview as a group
5. Express appreciation for courtesies extended during the field trip or interview
6. Record, summarize, and evaluate information gained

II. Organizing Information

A. Compose a title for a story, picture, graph, map, chart
B. Select answers to questions from materials heard, viewed, read
C. Classify pictures, facts, and events under main headings or in categories
D. Arrange events, facts, and ideas in sequence

III. Evaluating Information

A. Distinguish between fact and fiction
B. Draw inferences and make generalization from evidence
C. Reach tentative conclusions

IV. Acquiring Information Through Reading (will be done orally with most students)

A. Read to find answers to questions
B. Select the statements that are pertinent to the topic being studied

V. Acquiring Information Through Listening and Observing

A. Listen and observe with a purpose
B. Listen attentively when others are speaking
C. Identify a sequence of ideas and select those most important
D. Adjust to a speaker's voice and delivery and to the physical conditions of the situation

VI. Communicating Orally and in Writing

A. Speak with Accuracy and Poise

1. Develop an adequate vocabulary
2. Choose the appropriate word
3. Pronounce words correctly and enunciate clearly
4. Talk in sentences
5. Keep to the point in all situations involving oral expression
6. Develop self-confidence
7. Exchange ideas through discussion
8. Respect limitations of time and the right of others to be heard

B. Write with Clarity and Exactness

1. Apply the skills being developed in printing, writing, spelling, punctuating, capitalizing, and arranging written work

VII. Interpreting Pictures, Charts, Graphs, Tables

A. Interpret Pictorial Materials

1. Recognize these materials as sources of information
2. Distinguish between types of pictorial materials

VIII. Working with Others

A. Respect the rights and opinions of others
B. Understand the need for rules and the necessity for observing them
C. Take part in making the rules needed by the group
D. Accept the role of leader or of follower as the situation requires
E. Profit from criticism and suggestions
F. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort

PART II

SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF THE SOCIAL STUDIES

I. Reading Social Studies Materials

A. Understand an increasing number of social studies terms (based on oral work)

II. Applying Problem Solving and Critical Thinking Skills to Social Issues

A. Recognize that a problem exists
B. Define the problem for study
C. Review known information about the problem
D. Plan how to study the problem
E. Locate, gather, and organize information (see Part I, Section I)
F. Interpret and evaluate information (See Part I, Section III)
G. Summarize and draw tentative conclusions
H. Recognize the need to change conclusions when new information warrants
I. Recognize areas for further study
J. Use problem solving techniques in meeting personal and societal problems

III. Interpreting Maps and Globes

A. Orient the Maps and Globes

1. Use cardinal directions in classroom and neighborhood
2. Use relative terms of location and direction as near, far, above below, up, down
3. Understand that N is toward the North Pole and S toward the South Pole on any map

B. Locate Places on Maps and Globes

1. Recognize land and water masses on a globe and on a variety of maps --- physical, political, chalkboard, weather, etc.
2. Learn to make simple sketch maps to show location

C. Use Scale and Compute Distances (Introduce)

1. Make simple large scale maps of a familiar area, such as classroom, neighborhood

D. Interpret Map Symbols and Visualize What They Represent

1. Understand that real objects can be represented by pictures or symbols on a map
2. Learn to use legends on different kinds of maps
3. Interpret dots, lines, colors, and other symbols used in addition to pictorial symbols

IV. Understanding Time and Chronology

A. Develop an Understanding of the Time System and the Calendar

1. Learn to tell time by the clock
2. Use days of week in order
3. Use names of the months in sequence
4. Use calendar to find dates of special events and to determine length of time, important dates
5. Associate seasons with particular months in both northern and southern hemispheres
6. Introduce the relation between rotation of the earth and day and night
7. Use the vocabulary of definite and indefinite time expressions

a. Such definite concepts as second, minute, yesterday, etc.

B. Develop an Understanding of Events as Part of a Chronological Series of Events and Understanding of the Differences in Duration of Various Events

1. Recognize sequences and chronology in personal experience, e.g., school day, weekly schedules, etc.
2. Learn to arrange personal experiences in order
3. Comprehend sequence and order as expressed in first, second, etc.